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## Information 2011/2012

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## St George's VA School, Harpenden

### Summary of the Governing Body's Statement

#### Aims

We aim to help our pupils to achieve a sense of fulfillment at school and as adults by:

1. Providing a first class rounded education which helps all of them to achieve their full potential.
2. Encouraging respect for moral and spiritual values which reflect the Christian Foundation of the school.
3. Helping all of them to grow into mature, self-disciplined citizens and caring members of society prepared for the challenges they will face.
4. Having an environment which provides for equality of opportunity and promotes good relations between individuals within the school and in the wider community on the basis of mutual respect.

We expect to achieve these aims in partnership with parents and carers together with partner schools and groups in the community.

#### Objectives

We envisage the above statements being put into practice by:

1. Employing teachers who are well-qualified, both academically and professionally, with scope for professional development to enhance their expertise.
2. Employing support staff who are able to play a full part in the care and education of our pupils and the day to day running of the school. We aim to give them access to further training as necessary.
3. Providing human and material resources to match the wide and balanced curriculum and the care which we offer.
4. Providing learning opportunities and activities which motivate pupils in a purposeful and challenging way and which make best use of the new technology to enrich study.
5. Preparing pupils for the world of work, further study and leisure.
6. Offering a broad and balanced curriculum which progresses through the programmes of study for the National Curriculum and which emphasises technological subjects and methods in keeping with the school's status as a Technology College. This will lead to a post-sixteen curriculum which includes a wide range of courses. (Details are provided in the Governors' Curriculum Policy and/or the Sixth Form Prospectus).
7. Promoting the Christian character of the school through both our acts of worship, which include Sunday Chapel services, and our supportive, caring community.
8. Providing regular opportunities for pupils to reflect upon their work and to participate in their own assessment and target setting.
9. Encouraging and celebrating the success of pupils in their progress and achievements.
10. Providing a care and support system for each pupil within the context of a House and Tutor system.
11. Using resources in a manner that treats each pupil's education with equal importance.
12. Delivering a curriculum which recognises and encourages positive contributions from individuals of different genders, cultures, religions and abilities.



13. Reporting regularly to parents and carers on pupils' developments and achievements.
14. Working in partnership with parents and carers and continuing to develop channels of communication and mutual support between the home and the school.
15. Taking appropriate initiatives to demonstrate to pupils the importance of taking care of the environment – in the words of the DCSF "...sustainable development means inspiring people in all parts of the world to find solutions that improve their quality of life without storing up problems for the future." The aim is to encourage pupils to involve themselves in, and where possible lead, these initiatives.

## School Policies

It is possible to access copies of the current policies of St George's School by visiting the website [www.stgeorges.herts.sch.uk](http://www.stgeorges.herts.sch.uk), scrolling down the Useful Information section and then clicking on the Policies button. Hard copies of policies can be obtained by contacting the Clerk to the Governing Body at the school address.

## Governors' Charging and Remission Policy

### Background & Aims

The Governors are required by the Education Reform Act 1988 to set out their policies for charging for school activities.

The Governors recognise the valuable contribution that the wide range of additional activities, including sports, clubs and societies, music trips and residential visits, can make towards pupils' education. The Governors aim to promote and provide such activities, both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

The Governors may, from time to time, amend the categories of activity for which a charge may be made. Nothing in this policy document precludes the Governors from inviting parents to make a voluntary contribution towards the cost of providing school activities.

School hours exclude the lunch break, and are those school hours notified by the Headmaster to parents from time to time.

### Practice

Charges will be made for activities which take place wholly or mainly outside school hours, and which are NOT part of a public examination syllabus, or the National Curriculum or for religious education.

Board and lodging costs will be charged on residential trips, unless they are a compulsory part of a public examination syllabus or in fulfilment of National Curriculum requirements. However, special circumstances can qualify a student for remission of these charges – see Appendix 1

Voluntary contributions may be invited for trips which take place mainly within school hours. No pupil may be excluded because of an inability to pay but the school is entitled to cancel the trip if the level of contributions does not meet the budgetary requirements. Money paid for trips which may be left over when the account is settled, and which amounts to less than £5.00 per pupil, will not be returned but used to offset and save on administrative costs. The cost of replacement staff who may be required to cover classes in school may be included in the total costing of a school trip.

The Governors charge for individual instrumental music tuition. The amount will depend on the number of pupils involved and the budgetary constraints imposed by the annual delegated budget. The Governors try to keep costs for pupils to a minimum and, subject to the school's budgetary situation, instrumental music lessons for those taking GCSE, AS and A Level Music may be subsidised.

The Governors also reserve the right to charge, including an administration charge for:

- public examinations where the subject is not prescribed in the school curriculum and for
- resit examinations undertaken by former or existing pupils.

Where pupils or parents make enquiries into results, the cost of this service and an administration charge will be levied. Any costs incurred by the School in handling returned scripts at the request of candidates will be passed on to the candidate and are payable in advance of the request being made to the Examination Board.



A penalty charge may be levied on students who ask to withdraw from an examination having failed to attend on the day or having failed to give appropriate notice of withdrawal, unless this is caused by exceptional circumstances.

In cases where candidates for public examinations have failed, without good reason, to attend or meet the School's entry criteria or the requirements of the examination (eg coursework), but still wish to be entered, they will be asked to pay entry fees and may be entered as private candidates. The school reserves the right to enter the candidate for a different level of paper at its own expense.

Charges will be made for materials in Art and Design and Technology (Food, Textiles and CDT). Unless a parent notifies the school in advance of their unwillingness to meet such charges for a pupil to participate in such courses, charges will be made. Subject teachers in practical subjects are responsible for informing pupils and parents of costs involved.

The Governors approve the policy and practice of individual departments suggesting to pupils that they should purchase their own copies of specific examination texts, or additional materials such as past exam papers which have to be bought from the relevant exam boards. Such purchases may be encouraged as voluntary contributions where copies of books or papers are issued to individuals or annotated by pupils. In these instances the school is then unable to use the materials for another year or class of students.

Where parents are unwilling or unable to make voluntary contributions the school will provide the necessary resources, but they may be in the form of shared materials to be kept in school. Individual cases will be considered, and we will continue to ensure that all pupils have access to their proper entitlement of curriculum resources.

Students requiring reminders of their password to use the Internet will be charged 50p. The level of payment will be displayed in the appropriate areas and payment made to the staff who will administer Internet access.

The Governors will also charge for damage to school premises, books equipment etc caused by a pupil's behaviour. The School Library will ask pupils to pay a small fine for overdue books and a replacement charge for lost books.

The Governors reserve the right to charge deposits for keys, equipment and for other school property.

In cases where charges are to be levied, parents must be advised in advance and monies collected prior to the activity.

Requests for help from parents on income support or family credit will be considered and assistance may be provided within the limits of the school's budget. Complete confidence will be observed in all such matters.

To assist parents with the cost of uniform the Governors will be introducing a necessitous clothing allowance for pupils who receive free school meals at the time of intake. The Governors have introduced this measure to replace the Local Authority Clothing Scheme which has recently been discontinued. The Governors are currently determining how the new 16-19 bursary scheme might operate at St. George's for the small number of students who we expect might qualify.

The Charging Policy will be regularly reviewed, provided to parents when their child first joins the School, and will be available to parents on request.

## Appendix 1

### **Remission of charges for residential visits for students eligible for free school meals**

Optional school residential activities can be costly, and some students are entitled to have the cost of their board and lodging covered. A student qualifies if the parent with whom they reside is in receipt of:

- Income based job-seekers allowance
- Support under part VI of the Immigration and Assylum Act 1999
- Child Tax Credit (providing they do not also receive Working Tax Credit and have an annual income assessed by the Inland Revenue that does not exceed the allowed ceiling) and an income related employment and support allowance

**These are the same criteria which make a student eligible for free school meals, and it is by reference to our school record of who receives free school meals that we would endorse that a student would qualify for this residential visit subsidy.**

Such a student might still face some costs on a residential visit e.g. entry costs of site visits. The trip leader concerned could clarify this.



## School Complaints Procedure

### Information for Parents

1. The School aims to work closely with parents. Parents who have any concerns or anxieties should in the first instance raise these with the Tutor or Head of House. We find that nearly all concerns can be dealt with through discussion with the relevant staff.

The Governors of the School do have arrangements for considering complaints formally. For general complaints, complaints about the National Curriculum, Collective Worship and SEN they have adopted a procedure recommended by Hertfordshire County Council. You can obtain a copy of this from the School. There are, in addition, special arrangements for considering complaints about matters to do with Collective Worship in this Voluntary Aided School. You can also obtain a copy of the arrangements from the School. We have a range of school policies covering Equal Opportunities, Bullying, Discipline etc. which set out our aims and procedures for dealing with specific issues and incidents. All of the main school policies can be viewed on the school website.

2. Matters raised with the Headmaster and Deputies will be passed to the member of staff responsible for the relevant curriculum area, or if it is a pastoral/discipline matter to the relevant Head of House and Tutor. Any correspondence will be shared, and parents are asked to remember that as all staff including senior colleagues, have heavy teaching commitments, there will inevitably be some delay in dealing with this. As far as possible the School's priority must be teaching, marking and preparation, but we will try to deal with your concerns as soon as possible. We would aim to deal with any concern regarding student safety immediately.

## Worship Policy

Collective Worship at St George's places God and our relationships with him at the centre of our school life. It is a reference point from which all our activities, thoughts, feelings and, in short, our whole life come.

Collective Worship should strive to reflect both the legal requirements of the 1944 and 1988 Education Acts and the natural needs of a Christian community to worship God in the traditions of the School and Christianity in general.

Collective Worship should be inclusive:

- So that all members of the School Community should feel able to take part;
- So that a feeling of belonging to a community may be developed and personal development may be fostered;
- So that all shades of belief may be reflected;

Collective Worship should be educational:

- So that it may provide learning experiences of quality;
- So that it may reflect the wider educational activity of the School community;
- So that it may have regard for the age, aptitude and family background of all our students.

Collective Worship should be pragmatic:

- So that it may respond to the needs of individual members of the student body and the staff;
- So that it may be acceptable to all and workable.

Chapel Worship takes place during the week in the early afternoon, when one House at a time attend Chapel after the dinner break. This means that each student in the school in Years 7 to 13 attends one Chapel service and one House Assembly in the week. Tutors also lead a short reflection and prayer each morning in registration. There are also regular Chapel Services on Sundays, with a rolling programme of Junior and Senior Chapel Services and Holy Communion. We aim to introduce students to a variety of experiences to broaden and enrich their experience of Christian practice. The schedule currently includes Praise services, Taize-style services, and Catholic Mass, and both morning and evening worship. We require that our students in Years 7 to 11 attend Sunday Chapel services three times a term and their parents are encouraged to accompany them.

We also expect tutors, as part of their morning routine, to oversee a brief reflection or prayer within each morning registration time. The Chaplain provides materials for this activity, which can be teacher or student led.



## **Aims of the Worship Programme**

We aim to:

- Place the worship of God at the centre of our school life.
- Give our pupils a regular experience of a place of worship and acts of worship.
- Teach pupils to show interest in other members of the School community.
- Celebrate special occasions together, in particular the major events of the Christian Year, thus teaching about rituals and variation in practice.
- Show concern for the daily happenings in School life, the local community and the wider world.
- Reflect upon dimensions of human life, in the context of Christian Worship, for example, the wonderful, beautiful, joyful, heroic, humorous, as well as the tragic, ugly, sorrowful and solemn.
- Consider the deepest longings and aspirations of the human race and the variety of ways in which they are expressed, for example through scientific discovery, through political endeavour, through religion and philosophy, through worship, prayer, ritual and celebration, through service to God and our neighbours.
- Develop personal qualities, for example, perception, observation, application, personal responsibility.

## **Organisation**

We use a variety of means for the delivery of the Programme. The Chapel Services are led by Leadership Group, the Chaplain, other members of staff (as occasion arises), students and visitors.

We plan major themes that are considered valuable for all students, using a variety of resources to support the delivery of these themes.

## **Responsibilities**

The Christian foundation of the School is, in the first instance, the responsibility of the Foundation Governors, who have the responsibility of ensuring that the broad Christian ethos of the School is maintained and that all sectarianism is avoided.

The Chaplaincy team has the responsibility to keep records of what has been presented, so that there is no duplication. The Chaplaincy team also act as a filter of any feedback from children and staff. The Chaplaincy team, in consultation with Leadership Group, shall plan termly and yearly themes that need to be addressed and shall suggest issues that will need addressing through the regular Acts of Worship. This group will monitor, evaluate and review the programme and suggest innovations for consideration by the wider School community.

It is important that we should be aware of the wider community, not just of Harpenden or South Eastern England, but also Europe and the rest of the world.

All members of staff are expected to be present at School Worship on school days, and to oversee the morning reflection and prayer. This is part of the Appointing Policy. The Head and Deputies attend Sunday designated services, where Day and Boarding Houses are also represented, normally by the Head of House. At present, Mr P Storrie is the member of Leadership Group responsible for overseeing Worship Policy issues.



## Religious Studies Policy

The aims of Religious Studies at St George's are in keeping with the Christian foundation of the school, and follow the statement of the Governing Body, which declares that we should be:

'Delivering a curriculum which recognises and encourages positive contributions of individuals of different genders, cultures, religions and abilities.'

This is congruent with the policy of the Diocese of St Albans Board of Education which states that a Christian school should be 'an institution that so respects the individuality and uniqueness of every pupil that it seeks their maturing, not by indoctrination, nor by coercive evangelism, but by demonstrating in work and deeds the reality and the importance of the spiritual dimension of life'.

Religious Studies is an autonomous and valid area of study and has comparable status with other subjects in terms of contact time and resources. It is an academic discipline which demands a critical approach to the study of religion, its sources, authority and traditions, and is not dependent on pupils' own individual beliefs. RS touches all aspects of human experience and is thus vital to our pupils' development, both as Christians and as human beings.

### Aims

1. To educate pupils in the main tenets and practices of the Christian faith in its various expressions, and teach them about other world faiths of which there are adherents in this country. This is to prepare pupils for living and working in a modern multi-cultural society.
2. To help pupils understand their own faith tradition and its influence on British culture and heritage, and the traditions of others.
3. To encourage pupils to respect and understand diversity in faith and practice.
4. To develop critical and analytical faculties.
5. To help pupils make moral decisions using insights gained from Christianity and other religions.
6. To encourage an awareness of the personal and social responsibilities demanded by Christian faith and practice, and how this affects relationships with the family, friends, school and the wider community. To explore also the social demands of other faith communities.
7. To help pupils make informed decisions about issues of faith.
8. To contribute to the development of pupils as whole people, encouraging them to be aware of a spiritual dimension to life.
9. To prepare pupils for public examinations in the subject, and to raise achievements in these examinations.

### Syllabus

The syllabus for Religious Studies reflects the aims using a variety of teaching methods and experiences. These will include formal teaching, discussion, group work, video, drama, visits and speakers.

At Key Stage 3, the School syllabus follows the Hertfordshire Agreed Syllabus. The full syllabus is available for inspection and there is a brief summary of the content as an appendix to this policy.

At Key Stage 4, pupils prepare for a short course GCSE qualification in their statutory Religious Studies lessons. Currently the GCSE OCR Philosophy and Ethics modules are studied.

In the Sixth Form (Years 12 and 13), those doing Religious Studies at AS and A2 Level currently study the OCR Philosophy and Ethics course.



## Key Stage 3 – outline of the syllabus

### Year 7

Pupils study Christianity, Judaism and Islam. Units include:  
 Who am I?  
 What is the nature of God.  
 Jesus – man or God?  
 Islam an introduction  
 How do we know what is right or wrong?  
 The environment

### Year 8

Pupils study Christianity, Judaism and Hinduism. Units include:  
 Will you be my people if I will be your God?  
 How do ordinary people live in extraordinary times?  
 Moving on up or going round in circles.  
 Is there power in peace?

### Year 9

Pupils study Christianity and Buddhism. Units include:  
 Does suffering have a point?  
 Is it ever right to fight?  
 What's the secret of a happy life?  
 How do Christians and Jews respond to the Holocaust?  
 Martin Luther King – a pacifist approach to oppression and racism.

## Key Stage 4

### Years 10 and 11

All students follow the OCR Philosophy and Ethics short course which explores a number of moral issues from a Christian perspective in relation to religion. Topics covered include:  
 Money and Poverty  
 Religion and human relationships  
 Medical ethics  
 War, Peace and justice  
 Religion and equality  
 Religion in the media  
 If students opt for the full course they will also study Islam.

## Sixth Form

### Years 12 and 13

At AS and A2 Level pupils study the OCR Philosophy and Ethics course. Religious Studies A Level is a thought provoking and successful option in the Sixth Form. Topics covered include:

#### Philosophy

Plato and Aristotle  
 Philosophical arguments for the existence of God  
 Challenges of Psychology and Sociology  
 Free will and determinism  
 Problem of evil  
 Miracles

#### Ethics

Absolute and moral relativism  
 Utilitarianism  
 Kant  
 Medical ethics  
 War

#### General R.S

Throughout the year Sixth Form students will listen to thought provoking speakers on a number of controversial religious topics.



## Equal Opportunities

We are committed to equality of opportunity for all children regardless of gender, race, religion or academic and physical ability. We aim to provide a first class education which helps all of them to develop their potential fully in an environment which promotes mutual respect and consideration for others so that nobody is disadvantaged in any way. The School Curriculum is designed to reflect an appropriate variety of cultural backgrounds. We have a detailed School Equal Opportunities Policy which covers issues such as 'Racial Harassment' and 'Bullying'. We also have a statement on 'Access for the Disabled'. These documents are available, on application to the School, from Mr P Storrie, Deputy Head.

## Community Cohesion

We aim to have an environment which provides for equality of opportunity and promotes good relations both within the school and in the wider community on the basis of mutual respect. These are aspects of community cohesion which involves working towards a society in which there is a common vision and sense of belonging by all communities and in which similar life opportunities are available to all.

Some examples of the ways in which we promote community cohesion include:

- Promoting shared values and encouraging pupils to engage actively with others to understand what they hold in common. The School Chapel is often used as a unifying venue in this context.
- Providing opportunities for pupils to interact with people from different backgrounds and build positive relations, including links with different schools and different countries and cultures
- Providing a home from home for a multi-national boarding community of over 130 pupils who come to us from a wide range of cultures and backgrounds
- Using our International School Status and Confucius Classroom Status to extend the range of links and international experiences that we offer to our pupils and staff and those whom we host
- Supporting pupils with EAL (English as an Additional Language) and their teachers to remove barriers to effective learning
- Holding assemblies which involve members of the local and wider community
- Analysing assessment results to tackle underperformance by any particular group
- Dealing with incidents of prejudice, discrimination, bullying and harassment
- Checking that admission arrangements comply with the Code of Practice and do not deter parents from particular communities from applying
- Ensuring that the pupil voice is heard and able to effect change
- Maintaining strong links with work placed learning providers, other employers and arranging placements for pupils in voluntary community based activities
- Engaging with parents through curriculum evenings and family liaison work
- Ensuring that there is a core offer of extended services in liaison with other local schools

## Gifted and Talented

In aiming to provide a first class education which encourages all to reach their potential in a caring and disciplined environment, we make provision for those pupils who are identified as exceptionally able in the community of St George's to ensure that they are appropriately challenged.

We use a broad definition of the term gifted and talented aimed at roughly the top 5 to 10% of the School's ability range and use a variety of methods to identify such pupils including standardised tests, pupil transfer information, consultation with staff, House events and links with external agencies. A register of able pupils is built up for each year group by the Gifted and Talented Co-ordinator and this is reviewed annually.

Provision is made for our able pupils through differentiation in lessons and the enrichment and challenge activities devised by each subject department. Extra curricular activities also provide an important role in meeting their needs as does giving them responsibilities through the House system and opportunities to develop citizenship in the wider community.

Generally, in order to maintain depth of study and allow time to be involved in a wide range of educational experiences, we do not favour acceleration for our able students which would result in early entry for GCSE and AS/A level examinations.



## Learning Support

At St George's we aim to provide a first class education for all and we recognise that some of our pupils experience significantly greater difficulties with learning than the majority of their peers. We provide additional support for these pupils. In addition, a very small number of our pupils require support for a medical or sensory difficulty. The School can provide this.

When appropriate, we devise individualised learning programmes. We also organise a framework of learning support within our mainstream classes in a number of subjects and for different age groups. Pupils with a variety of learning difficulties can make progress at their own rate, while at the same time increasing confidence in their ability to tackle a variety of subjects within the school curriculum.

Separate teaching of literacy and numeracy skills is provided for a few of our pupils by specialist teachers. Pupils are taught in groups which are deliberately kept as small as possible, given the resources available. The School also runs clubs for pupils who need to improve the standard of their work. Some of these are by invitation only. In addition, where appropriate, there are paired reading arrangements. We also invite some pupils to take part in a series of literacy skills Progress Lessons in Year 7, which are taught in a series of intensive termly units.

Whatever help a particular pupil needs, we understand the importance of close liaison with parents in monitoring the progress of these pupils.

By all these means, we offer the opportunity for pupils of differing abilities to develop their own capabilities to the full – and ultimately we help them to make the most of the opportunities the school has to offer.

## Child Protection

St George's recognises its responsibilities under Section 175 of the Education Act 2002. In this school there are procedures in place to safeguard and promote the welfare of children. The School's Child Protection procedures are in accordance with the Area Child Protection Committee (ACPC) guidelines. A senior member of staff has been trained and designated as Child Protection Officer within the school. The named person in this school is Mrs Jane Gibbs. The Designated Senior Person works closely with other outside agencies.

In addition, all staff, both teaching and non-teaching, are trained to refer their concerns to the designated person. This also includes voluntary helpers. Pupils will be listened to and any Child Protection issues will be discussed with the appropriate outside agency. Parents should also be aware that the school has a legal duty to cooperate fully with all the organisations concerned with the welfare of children. This could mean that in some circumstances a referral may be made to the Hertfordshire Children Schools and Family Directorate without communicating with parents first.

All adults employed by the School (and volunteers) have their applications vetted through police records. Should an allegation be made against a member of staff, or a volunteer, the school will follow the procedures set out by the ACPC.



## Curriculum as at 2011

The school week of 24 hours 35 minutes is divided into 25 periods. There are 5 periods per day, with 4 periods before lunch and 1 period in the afternoon. The school operates a two week timetable. Period 5 on Friday is a private study and tutorial period for all pupils which also encompasses a variety of other activities which enhance the core curriculum. The demands of the National Curriculum are met within the subjects listed whether they are core or foundation subjects or cross-curricular themes.

### Key Stage Three

- Year 7 Pupils are taught in six mixed ability forms for most subjects. There are smaller groups for Languages, Technology and PE. Pupils are set for Maths and Languages after the first term.
- Year 8 Pupils are divided into half year groups. Within these half year groups, pupils are set independently for Science, Languages, PE, English and their Humanities (ie History, Geography, RE). They are set across the year for Maths and are in mixed ability groups for Technology, Art, Drama, Music, PSHCE and ICT.
- Year 9 Pupils are divided into half year groups and set independently within these for Science, Modern Foreign Languages and English, PE and Humanities. Pupils are placed in mixed ability groups for the Creative Arts subjects (Art, Drama, Music), ICT. Technology are set according to their GCSE option. Maths is set across the year. PSHCE is taught in mixed ability groups.

The allocations shown in the table below are “periods per week”

Year 7		Year 8		Year 9	
Subject	Periods	Subject	Periods	Subject	Periods
English	3	English	3	English	3
Maths	3	Maths	3	Maths	3
Science	3	Science	3	Science	3
Technology	1	Technology	2	Technology	2*
Art	1	Art	1	Art	1
Drama	0.5	Drama	0.5	Drama	1
French	3	French	2	French & German 3**	
Geography	2	Geography	1.5	Geography	1.5
History	2	German	2	History	1.5
ICT	1	History	1.5	ICT	1
Music	1	ICT	1	Music	1
PE	2	Music	0.5	PE	1.5
PSHCE	0.5	PE	1.5	PSHCE	0.5
RS	1	PSHCE	0.5	RS	1
		RS	1		

\* Towards the end of Year 8 all students will choose which Technology subject they will take on to GCSE level. GCSE Technology courses commence for all students at the start of Year 9 and continue through Years 10 and 11.

\*\* The large majority of students will continue with both languages in Year 9 so that they have a clear choice of either or both languages at GCSE level when they move into Year 10. Students who find languages particularly challenging will start their GCSE course in one language only at the start of Year 8.



## Key Stage Four

Although there is an element of choice at this stage, all pupils follow a common core of subjects and are guided and restricted in those areas where an option exists.

### Years 10 and 11

CORE		OPTIONS	
Subject	Periods		
English	4		
Maths	3		
Science	4.5		
Technology	2		
PE	1.5		
RS	1		
PSHCE	½		
MFLanguage	2.5		2.5 Periods each
Options	2 from		Art
			Business Studies
			Drama
			French
			GCSE PE
			Economics
			Music
			Geography
			History
			ICT
			MFL options (German, French or Spanish)
			Science for triple Science

PSHCE (Personal, Social, Health & Citizenship Education) is a modular course covering health, economic awareness, environmental education, moral and multi-cultural issues, careers and citizenship. The Science course is a balanced one with equal amounts of Biology, Chemistry and Physics leading to a double award at GCSE, some pupils opt to take triple award Science. RS is an examination course leading to a half GCSE.

### Years 12 and 13

St George's has an academic Sixth Form with a minimum entry requirement of 5 GCSE's at grade C or better, of which 3 must be B or above. It attracts many students, (185 in Year 12 2011/2012 and 191 in Year 13) and has thus maintained healthy group sizes in the following A and AS Level subjects:

Art, Accounts, Biology, Business Studies, Chemistry, Design and Technology, Economics, English, Food Technology, French, Geography, German, Graphics, Government & Politics, History, Human Biology Maths, Further Maths, Music, Music Technology, PE, Philosophy and Ethics, Photography, Physics, Psychology, Theatre Studies. Opportunities exist to study other subjects, eg ICT, Media Studies and Sociology, within the Harpenden Consortium.

In addition to the A or AS Level choices, there is a lecture programme covering a variety of issues. Compulsory enrichment Mathematics is run for those AS candidates in Biology, Chemistry and Physics who are not following an AS Mathematics course. We also offer an extended project (AS) to a selected Group of Year 12. There is a weekly period of Physical Education on Monday or Wednesday afternoon for Years 12 and 13.



## Monitoring, Assessment and Reporting

We operate a school marking and assessment policy, so that all students have an understanding of the expectations and marking criteria across the subject barriers. Progress in all subjects is monitored by teaching staff according to departmental programmes of study and appropriate means of measurement. These include end of unit tests, school exams at the end of each year, teacher assessment of coursework, progress sheets, parents' consultation evenings, reports and Tutor Cards.

Tutor Cards are administered within the house system and record individual effort levels for every subject. Marks are given roughly each half term throughout the year, and where students have worked exceptionally hard in all subjects they can be awarded a Headmaster's commendation. Lack of effort is also noted and all possible causes and problems investigated.

Our new Year 7 intake takes the Cognitive Ability Tests when they first arrive, and, in conjunction with information about their KS2 levels, this gives us some ideas about potential and ability. We do not set pupils by ability at this stage, so all Year 7 classes in every subject are mixed ability groups, apart from Maths and MFL which sets at Christmas. Students are set in some other subjects for the beginning of Year 8, as the result of our assessment of their previous year's work, and the end of year tests. We do track progress by collecting and interpreting performance indicators in order to evaluate how well we are doing for our pupils as they move up through the school, and setting is reconsidered at the end of each year.

Parents can contact members of staff through the Heads of House, if they have real concerns about progress or any aspect of their child's education at St George's. The House system ensures that our knowledge and care of every individual is carefully maintained. For parents of boarders who live abroad or at some distance from the school, we send home copies of the child's tutor card, in addition to those reports written for every pupil during the year. This is intended to compensate for the fact that these parents cannot attend the consultation evenings.

School Roll September 2011 is 1324

### Pupil Attendance Year 2010/2011

Attendance for the 940 students of compulsory school age in Years 7-11, September-May: 95%

Number of students with perfect attendance to all sessions: 78

Number of students with no more than one days absence: 182

Number of students with better than 95% attendance: 575 out of 940

Number of students with less than 85% attendance: 27

Number of students with at least one session of unauthorised absence: 11

**(ie no note brought in to explain an absence, or unapproved holiday)**



## Careers Education and Guidance

“Careers education and guidance is more important than ever before. Young people have more choice, and the decisions they make can have a major effect on their own lives and on the competitiveness of the nation.” - Secretary of State for Education.

Careers education at St George's is designed to help students develop knowledge of themselves and their future roles, as well as an awareness of the opportunities in education, training and employment beyond compulsory schooling. It also teaches the skills necessary to obtain and interpret information and encourages pupils to be ambitious but realistic about their personal capabilities and hopes for the future. It is essential that they understand the changing nature of careers and appreciate the need for lifelong learning in the work place. Careers guidance is the means by which students are helped to apply the knowledge gained from careers education, in order that they may make informed and appropriate decisions about future options.

### Sixth Form Record 2010/2011

There were 173 students in Year 13 in 2010/2011. Analysis of records in early September 2011 shows that:

- a) 166 will begin undergraduate courses in 2011.
- b) 5 have decided to apply or re-apply for University Courses in 2012, many as a result of their passes this Summer, some by re-sitting an A level course over the next twelve months.
- c) 2 of the students planned to enter a paid full time career at 18.

### Summary of Honours Courses – 2011 Entry

The total of 166 starting at university or college in 2011 had the following choices:

Humanities and Law	32%
Sciences/Maths/Engineering	23%
Finance, Business, Economics and Maths	21%
Arts/Performing Arts	15%
Other – Agriculture/Education/Events/Food	9%



## Governors as at September 2011

### CHAIRMAN

Mr K Parsons (D) due to retire 2013

### VICE CHAIRMAN

Mrs S Fairbairn (D) due to retire 2013

### FOUNDATION GOVERNORS

Mr K Andrews (D)\* due to retire 2012  
 Mrs J Crawford (D)\* due to retire 2013  
 Rev G Lewis (D)\* due to retire 2013  
 Mr R Usher (D)\* due to retire 2014  
 Mr M Winup (D) due to retire 2014  
 Mrs P Carey (D)\* due to retire 2012  
 Mrs F Hall (D)\* due to retire 2013  
 Mrs G Ingram (D)\* due to retire 2014  
 Mr J O'Sullivan (D)\* due to retire 2014

### LEA GOVERNORS (2)

Mr J Hayward due to retire 2013  
 Mr E R Peters (D) due to retire 2012

### STAFF GOVERNORS (3)

Mrs P Emeny due to retire 2014  
 Mr R C Haynes due to retire 2014  
 Mrs J Deegan due to retire 2014

### PARENT GOVERNORS (3)

Mr S Parr due to retire 2012  
 Mr A Clarke due to retire 2013  
 Dr P Moore due to retire 2013

### ASSOCIATE GOVERNOR (1)

Mr N Caisley

### HEADMASTER

Mr N F Hoare

### BURSAR AND CLERK TO THE GOVERNORS

Mrs G Holland

(D) = Director      \* = Foundation Governor, also parent at the school at the time of election

NOTE: Members of the Leadership Committee attend meetings in an advisory capacity, by invitation, having no voting rights.



**ST GEORGE'S VA SCHOOL, HARPENDEN  
STAFF LIST – SEPTEMBER 2011**

**Leadership Team**

Mr Norman Hoare	NFH	Headmaster
Mr Paddy Storrie	PGS	Deputy Head/History
Miss Helen Barton	HJB	Deputy Head/Geography
Mr Benjamin Cullis	BMC	Acting Asst. Head/Improvement & Enrichment/ Biology/PE/Asst. to Chaplain
Mr Jeremy Hollingsworth	JNH	Assistant Head/History/PSE/Drama
Revd. Adrian Manning	APM	Assistant Head/Chaplain/ICT/Maths/Timetabler
Mr Paul Simon	PDS	Assistant Head 14-19/History/Gov. & Politics
Mrs Christine Theakston	CAT	Assistant Head/History/RS

**Full-time Teaching Staff**

Mrs Carole Apsa	CAA	Head of Geography
Mrs Karen Ariss	KA	Biology/KS3 Science Co-ordinator
Miss Tracey Ashwell	TPA	Chemistry
Mrs Laura Bailey	LNB	Technology – Textiles
Mr Alistair Barton	ACB	Head of Watts/Geography
Mr Andrew Bennett	AKB	Boys PE/International Schools Co-ordinator
Mrs Heidi Brodie	HB	Head of Food Technology/2 <sup>nd</sup> in Technology
Mr Rory Browne	RJB	Head of Art
Miss Natalie Burns	NCB	Girls PE and Lacrosse
Miss Ashleigh Burrell	ASB	French and German (NQT)
Mr Benjamin Chantrell	BPC	Head of Biology
Mr Allister Clark	AJC	Maths/Co-ordinator for Gifted & Talented Students
Mr Chris Clarke	CNC	Technology
Mr Ian Cousins	IC	Head of Technology
Mr Kevin Cousins	KJC	English
Mr Alexander Davie	ACD	RS/Asst. to Chaplain
Mr William Davitt	WJD	Business Studies
Mr Jonathan Day	JGD	Head of Goddard/Maths
Miss Katherine Dean	KLD	Technology (NQT)
Mr Mike Donnelly	MD	Biology
Mrs Caroline Edmunds	CJE	Deputy Head of English/KS4 & Year 7 Co-ordinator
Mrs Pauline Emery	PLE	Director of Music
Mr Charles Farmery	CEF	Acting Head of Government and Politics/History
Miss Joanne Faux	JRF	KS5 Maths Co-ordinator
Mrs Jane Gibbs	JRG	Head of Learning Support (SENCO), Child Protection Officer
Mr Richard Gibbs	RPG	Director of Boarding/English
Mrs Hannah Goatly	HCG	History
Ms Helene Goldup	HSG	English
Mrs Gill Hall	GMH	ICT
Mr Neil Harris	NDH	Head of Boys PE
Mr Robin Haynes	RCH	Head of Chemistry
Mrs Laura Holton-Gaus	LFS	English
Ms Nicki Hooker	NJH	Deputy Head of Grant/PSHCEE/PE
Mr David Hopkin	DGH	Head of Science/Physics
Ms Alice Humphrey	AEH	Music/Government and Politics (NQT)
Ms Sarah Hyams	SH	Head of Psychology
Mr Tom Ireland	TCI	Boys PE
Mr Alan Jones	RAJ	Head of ICT
Miss Marian Laker	MJL	Art
Mrs Laura Lingham	LCL	Mathematics
Mrs Rachel Le Page	RCL	Mathematics
Mr Chris Lumsden	CL	Physics
Miss Julia McNaught	JMN	Deputy Head of Art
Mrs Jo Maddock	JM	Physics



Mrs Lipi Miah	LM	Art
Mrs Kaushika Mistry	KM	Chemistry
Mrs Julie Moynihan	JGM	Mathematics
Mr Adam Muriss	ASM	Head of Grant/History/Government & Politics
Miss Kate Nelson-Lee	KNL	Head of Lacrosse/Girls PE
Miss Philippa Noble	PRN	KS3 English Co-ordinator
Miss Lisa Parish	LDP	Music (NQT)
Ms Vicki Payne	VLP	Drama (GTP)
Ms Sina Pinner	SIP	Acting Head of German
Mr Nicholas Pitman	NSP	Head of Drama and Theatre Studies
Mrs Sallyanne Priestland	SP	Deputy Head of 6 <sup>th</sup> Form/Art/16+ Diploma Course Liaison with Harpenden & St Albans Consortium
Mr Tim de Quincey	TDQ	Head of English/Learning Platforms & Virtual Learning
Mr Daniel Rees	DLR	Deputy Head of Monk/Acting Head of Boys PE/ Head of KS4 PE
Mr Alastair M Robertson	AMR	Head of Monk/Geography
Mrs Kirsten Robertson	KGR	English/Deputy Head of Watts
Miss Lindsay Rogers	LMR	Lacrosse Coach
Ms Djamila Skendraoui	DS	French
Mr Geoff Spencer	GS	Physics
Mrs Maria Stearn	MS	French
Miss Laura Stichbury	LJS	Geography
Ms Sue Thomas	SKT	Director of Modern Foreign Languages
Mrs Rebecca Tolley	RRT	English
Mr Flav Tozzi	FGT	Head of Mathematics
Ms Clare Urwin	CU	Head of RS
Mrs Sian Van der Welle	SVW	Biology/Primary Outreach
Mr Tom Wade	TPW	RS
Miss Nicola Walduck	NJW	Technology – Textile
Mrs Margaret Ward	MAW	Food Technology
Mr David Waters	DW	Head of History
Mrs Pat Whalen	PAW	Deputy Head of Maths/Numeracy Co-ordinator
Mr Scott Willis	SCW	Head of French

### **Part-Time Teaching Staff**

Mrs Correen Boothroyd	CMB	Chemistry
Mrs Fiona Chalkley	FPC	RS and History
<i>Mrs Mary Cullis</i>	<i>MC</i>	<i>Government &amp; Politics/History (Maternity Leave)</i>
Mrs Ann-Marie Dwyer	AMD	Head of PE and Games
Mrs Ann Gittins	AJG	MFL Primary Outreach Co-ordinator
Mrs Sarah Guess	SEG	ICT
Mrs Mary Hoare	MMH	PE/Lacrosse
Mrs Jill Marsh	JVM	Mathematics/Maths Primary Outreach
Ms Anna Philpott	AMP	Deputy Head of Goddard/Business Studies
<i>Mrs Zoë Rooke</i>	<i>ZSR</i>	<i>Music (Maternity Leave)</i>
Mrs Rachel Potter	REP	Head of Economics & Business Studies
Mrs Georgina Salmon	GCS	Mathematics
<i>Mrs Sabina Shafer</i>	<i>SSH</i>	<i>German/French (Maternity Leave)</i>
Mrs Elizabeth Smith	EES	German
Mr Russell Tucker	RMT	Chapel Organist
Mrs Janet Turnbull	JAT	Careers Co-ordinator
Mrs Carmel Turner	CMT	Art
Mrs Tracie Walker	TW	Mathematics/Primary Outreach
Mr Steve Warner	SJW	RS
Mrs Alison Williamson	AWM	French and German
Mrs Katharine Wright	KMW	Business Studies and Economics

**Library**

Mrs Madeline Battersby	MBa	Librarian
Mrs Caroline Marshall	CMa	Librarian

**Part-Time Learning Support/EAL Staff**

Mrs Jackie Ansell	JA	Learning Support
Mrs Tessa Corbett	TC	Learning Support
Mr Mick Crowe	MRC	Learning Support
Mrs Susanne de Vaux Balbirnie	SVB	English as an Additional Language

**Teaching Assistants/Learning Support**

Mrs Lucy Adamson	LAd	Counselling, Learning Support
Ms Heather Bland	HBl	Learning Support
Mrs Margaret Bradbury	MBr	Secretary, Learning Support
Miss Emma Cox	ECo	Learning Support
Mrs Melanie Elliott	MEl	Secretary, Learning Support
Mrs Anne Fitzgerald	AFi	Learning Support
Mrs Catherine Gilson	CGi	Learning Support
Mrs Toni Gordon	TGo	Learning Support
Mrs Helen Hart	HHa	Learning Support
Mrs Sue Hattam	SHa	Learning Support
Mrs Karen Hewitt	KHe	Learning Support
Ms Amanda Reading	ARe	Learning Support
Miss Victoria Thomas	VTh	EAL/Learning Support
Mrs Jayne Walpole	JWa	Learning Support
Mrs Mandy Watson	MWa	Learning Support
Mrs Penelope Weightman	PWe	Learning Support
Mrs Claire Williams	CWi	Learning Support

**Exams**

Mr Paul McGillivray	PMc	Exams Officer/Educational Visits Co-ordinator
Mrs Gisela Michaels	GMI	Deputy Examinations Officer

**School Business Manager and Staff**

Mrs Jane Jukes	JJu	School Business Manager/Company Secretary
Doug Hose	DHo	Assistant to School Business Manager
Mrs Gill Holland	GHo	Appeals Secretary/Clerk to the Governors

**Finance**

Mrs Christine Ironton	CIr	Assistant Finance Manager
Mrs Wendy Cunningham	WCu	Finance Assistant

**Secretaries**

Mrs Pam Bainbridge	PBa	Office Manager/Development Director
Mrs Leigh-anne Barron	LBa	Administrative Officer (Personnel)
Mrs Alison Brown	ABr	Admissions Officer
Mrs Melanie Cornell	MCo	Aim Higher Secretary
Mrs Linda Dickinson	LDi	School Nurse/Secretary
Mrs Sally Jackson	SJa	Data Manager
Mrs Julie James	JJa	Secretary
Mrs Lorraine Kyriacou	LKy	Secretary to Office Manager
Mrs Rachel Lines	RLi	Secretary to Deputy Head/Receptionist
Mrs Wendy Linighan	WLi	Receptionist/Secretary
Mrs Josephine Tinworth	JTi	Administrative Officer (Personnel)
Mrs Lisa Waller	LWa	Receptionist/Secretary
Mrs Sylvia Warden	SWa	Receptionist/Secretary

**Cover Supervisors**

Mrs Wendy Barber	WBa	Cover Supervisor
Mrs Sally Ann Gregson-Williams	SGr	Cover Supervisor
Mrs Ann Jones	AJo	Cover Supervisor (Support)

**ICT Staff**

Mrs Jane Grassick	JGr	Network Manager
Mrs Lisa Booth	LBo	ICT Technician
Mr David Fletcher	DFl	ICT Technician

**School Shop**

Mrs Sarah Balmer		School Shop Manager
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**Technicians**

Mrs Sarah Beeley	SBe	Art Technician
Mrs Dorra Bradley	DBr	Language Assistant
Mrs Tracey Bridges	TBr	Reprographics Technician
Ms Heather Greenfield	HGr	Biology Technician
Mrs Suzanne Jennings	SJe	Language Assistant
Mrs Veronique Lecarpentier-McDermott	VLe	Language Assistant
Mr Ted Lopley	TLe	Technology Technician
Mrs Deirdre Robinson	DRo	Food Technician
Mr Dave Smith	DSm	Physics Technician
Mr Robert Studniki	RSt	Science Technician



### **Boarding House Staff**

Mr John Pickard	JPi	Head of Crosthwaite House
Mr Jonathan Hall	JHa	Assistant Head of Crosthwaite
Mrs Jackie Humphrey	JHu	Matron – Crosthwaite
Ms Caroline van Leeuwen	CVa	Assistant Matron – Crosthwaite
Ms Jackie Watts	JWa	Head of Keswick House
Miss Elizabeth Tomes	ETo	Assistant Head of Keswick
Mrs Melanie Baksalara	MBa	Matron – Keswick
Miss Charlotte Price	CPr	Assistant Matron - Keswick
Ms Sheila Price	SPr	Senior Boarding House Parent – Skiddaw
Mrs Janette Nicholls	JNi	Boarding House Parent – Skiddaw
Mrs Sharon Blythe-Morley	SBl	Boarding House Cleaning Supervisor
Mrs Sue Foley	SFo	Boarding House Cleaner
Miss Amanda George	AGe	Boarding House Cleaner
Mr Mughees Irshad	MIr	Boarding House Cleaner
Mr Brian Lawrence	BLa	Boarding House Cleaner
Miss Tracey McCool	TMc	Boarding House Cleaner
Mr Muhibur Rahman	MRa	Boarding House Cleaner

### **Sports Centre Staff**

Colin Wareham	CWa	Sports Centre Manager
Mrs Denise Aitken	DAi	Sports Centre Receptionist
Mr Jordan Thomas	JTh	Sports Centre Assistant

### **Caretaking Staff**

Mr Steve Harmer	SHa	Site Manager
Mr Tony Magee	TMa	Senior Residential Site Supervisor
Mr Colin Foster	CFo	Residential Site Supervisor
Mr Paul Thompson	PTh	Residential Site Supervisor
Mr Gareth Hill	GHi	Assistant Caretaker

### **Kitchen Staff**

Mrs Laura Goringe	LGo	Catering Manager
Mrs Isha Chowdhury	ICh	Kitchen Assistant
Mrs Beryl Coulson	BCo	Kitchen Assistant/Midday Supervisor
Mrs Jane Deegan	JDe	Administrative Assistant
Mr Pete Frasinetti	PFr	Chef
Mrs Frances Grimwade	FGr	Kitchen Assistant
Mrs Ann Hill	AHi	Midday Supervisor
Mrs Janice Hulatt	JHu	Kitchen Assistant
Mrs Ann Jones	AJo	Midday Supervisor
Mrs Sylvia Livingstone	SLi	Kitchen Assistant
Mrs Zahra Oukhellou	ZOu	Kitchen Assistant
Mrs Sue Parish	SPa	Kitchen Assistant
Miss Lisa Russell	LRu	Kitchen Assistant
Mr Nick Simon	NSi	Kitchen Assistant
Mrs Linda Simpson	LSi	Pastry Cook
Mr Mark Towler	MTo	Chef
Mr Benjamin Willis	BWi	Head Chef

### **General Support**

Mr Jan Baksalara	JBa	Mini Bus Driver/General Support
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## ST GEORGE'S SCHOOL, HARPENDEN SCHOOL YEAR 2011 – 2012

### AUTUMN TERM 2011

	<b>Sunday, 4<sup>th</sup> September</b> New boarders in Years 7,8,9,10 and 12 arrive 2 - 4pm
INSET Day + phased pupil return	<b>Monday, 5<sup>th</sup> September</b> Induction of new pupils in Years 8 to 10 Returning boarders in Year 12 arrive by 8.00pm
	<b>Tuesday, 6<sup>th</sup> September</b> (Induction of new pupils in Years 8 to 10 continues) Induction of Year 7 and Year 12 (Remaining boarders arrive before 8.00pm on Tuesday, 6 <sup>th</sup> September)
	<b>Wednesday, 7<sup>th</sup> September</b> All pupils register at 8.40am
Open Evening	<b>Friday, 30<sup>th</sup> September</b> (Boarders' exeat begins Saturday am)
Post Open Evening	<b>Monday, 3<sup>rd</sup> October</b>
Clear up Day (staff only)	(Boarders return 6.00pm – 8.00pm) (Boarders' exeat from 2.55pm Friday, 21 <sup>st</sup> October)
Half Term	<b>Monday, 24<sup>th</sup> October to Friday, 28<sup>th</sup> October</b> (Boarders return Sunday, 30 <sup>th</sup> October 2.00pm – 8.00pm) (Boarders' exeat from 2.55pm Friday, 18 <sup>th</sup> November)
INSET Day (Staff only)	<b>Monday, 21<sup>st</sup> November</b> (Boarders return 6.00pm – 8.00pm)
Term Ends	<b>Friday, 16<sup>th</sup> December</b> , after 11.00am

### SPRING TERM 2012

INSET Day (Staff only)	<b>Tuesday, 3<sup>rd</sup> January</b> (Boarders return 2.00pm - 8.00pm)
Day Pupil Return	<b>Wednesday, 4<sup>th</sup> January</b>
	(Boarders' exeat Friday, 10 <sup>th</sup> February from 2.55pm)
Half Term	<b>Monday, 13<sup>th</sup> February - Friday 17<sup>th</sup> February</b> (Boarders return Sunday, 19 <sup>th</sup> February 2.00pm - 8.00pm)
Term Ends	<b>Friday, 30<sup>th</sup> March</b> , after 11.00am

### SUMMER TERM 2012

INSET Day (staff only)	<b>Monday, 16<sup>th</sup> April</b> (Boarders return 2.00pm - 8.00pm)
Day Pupil Return	<b>Tuesday, 17<sup>th</sup> April</b>
	(Boarders' exeat Friday, 4 <sup>th</sup> May from 2.55pm)
<b>May Bank Holiday</b>	<b>Monday, 7<sup>th</sup> May</b> (Boarders return 6.00pm – 8.00pm)
	(Boarders' exeat Friday, 1 <sup>st</sup> June from 2.55pm)
<b>Half Term</b>	<b>Monday, 4<sup>th</sup> June – Friday, 8<sup>th</sup> June</b> (Boarders return Sunday, 10 <sup>th</sup> June, 2.00pm – 8.00pm)
	(Boarders' exeat Thursday 28 <sup>th</sup> June from 3.40pm)
INSET Day (Staff only)	<b>Friday, 29<sup>th</sup> June</b> (Boarders return Sunday 1st July 6.00pm – 8.00pm)
<b>Term Ends</b>	<b>Thursday, 19<sup>th</sup> July</b> , after 11.00am



## The St George's School Day

MONDAY TO THURSDAY	
Registration	8.40am – 8.50am
Period 1	8.50am – 9.50am
Period 2	9.50am – 10.50am
Break	10.50am – 11.10am
Period 3	11.15am – 12.15pm
Period 4	12.15pm – 1.15pm
Lunch	1.15pm – 2.10pm
Registration	2.15pm – 2.20pm
Chapel etc	2.20pm – 2.40pm
Period 5	2.40pm – 3.40pm

FRIDAY	
Registration	8.40am – 8.50am
Period 1	8.50am – 9.50am
Period 2	9.50am – 10.50am
Break	10.50am – 11.10am
Period 3	11.15am – 12.15pm
Period 4	12.15pm – 1.15pm
Lunch	1.15pm – 2.10pm
Registration	2.15pm – 2.20pm
Tutor time	2.20pm – 2.55pm

Unless on an organised activity, leave School by 3.50pm, 3.05pm on Friday.

## Catering Facilities

				
<b>MONDAY</b>	Home baked Gammon Cheese & Tomato slice	Bangers & Mash Creamy Carbonara (v) Vege sausage (v) Tomato & Basil Pasta	Filled Jacket with Chicken Curry, Baked Beans, Tuna or Cheese	Chocolate Fudge Pudding & Sauce Cheese & Biscuits Fresh Fruit
<b>TUESDAY</b>	Smoked Mackerel Roast Turkey Minted Couscous Stuffed Peppers	Chilli Con Carne with Nachos Sweet & Sour Chicken with noodles	Filled Jacket with Chilli, Tuna or Coleslaw	Natural Yoghurt with Granola Bakewell Tart Fresh Fruit
<b>WEDNESDAY</b>	Home Baked Ham Roast Beef Roasted Vegetable Lattice	Beef Curry & Turmeric Rice Chicken in Black Bean Sauce	Filled Jacket with Baked Beans, Cheese, Tuna	Steamed Vanilla Sponge & Custard Fresh Fruit Fruit Jelly
<b>THURSDAY</b>	Roast Beef Home Baked Ham Cheese & Broccoli Quiche	Shepherds Pie & Minted Gravy Chicken & Tarragon Risotto	Filled Jacket with Baked Beans Tuna Mayonnaise Coleslaw	Fruit of the Forest Crumble & Custard Fresh Fruit Cheese & Biscuits
<b>FRIDAY</b>	Home Baked Gammon Chicken Leg	Beef Lasagne Chicken Tikka marsala & Rice (v) Chick Pea & Spinach Korma & Rice	Filled Jacket with Cheese & Onion Baked Beans Coleslaw	Lemon Cheesecake Rice Pudding Sliced melon

Food at St George's has been traditional for a number of years now. The impact that Jamie Oliver and the School Food Trust has had on other schools has not really affected the uptake of meals as we were offering a wide range well before the new guidelines came in. We regularly see the return of many students in Years 12 & 13 when they have the option to eat elsewhere – this in itself tells us that they like what we do!

I strongly believe that the meals we serve go towards teaching pupils to experiment with food more and to try things they may not normally choose. 'Zahra's Zone' serves about 1/3 of the daily meals served – offering a large jacket potato with a variety of fillings & salad plus a choice of desert. We use fresh local produce and offer well balanced low fat choices along with everyone's favourite sponge & custard.

The menu shown is a typical week's choices but if you or your child have any special dietary needs we will do our best to accommodate you

Laura Gorringer – Head of Catering



## Other Activities

There are many after school and lunch time clubs and activities on offer that provide extended learning opportunities and creative enjoyment for our students.

Activities include Art Clubs (Senior and Junior), ICT Clubs, Basketball, Drama, Handwriting and Spelling, Debating, Chess, the Christian Fellowship group, Army Cadets, Young Engineers and the Dragon's Apprentice and Target 2.0 in the Sixth Form. The Music Department runs a range of choirs, bands and orchestras and the PE Department runs teams and practices in all school sports: most year groups field an A and a B team in the major school sports.

Pupils have many opportunities to join School trips and visits to extend their knowledge and enjoyment of learning. They can join: a Year 8 week in Brittany; Year 9 visits to 2<sup>nd</sup> World War sites in Normandy or to the Rhineland; Art Trips to Italy, Paris and Cornwall, Skiing holidays, Science visits to Kew Gardens, Hendon RAF Museum; and the ballet, theatre, opera and musicals in the Sixth Form. Music Tours are frequently arranged, the last being to Spain in Summer 2008. Geography and Biology field trips and other regular Theatre and University visits occur throughout the year. Students can take part in World Challenge expeditions through the School, the last travelled to the remote West of China in 2011. A variety of visits and exchanges to France and Germany are organised by the Languages Department, the History Department takes senior students to Berlin and Eastern Europe and A-level Geographers visit Iceland. The PE Department organises sports tours, most recently a lacrosse tour to the USA in 2009 and a rugby tour to New Zealand in 2009. There have been extensive recent annual visits of students and staff to Shanghai and Peking, the next taking place in 2012. This year's developments include work experience opportunities for 6<sup>th</sup> formers and overnight survival courses.

## St George's School Sailing Club

Over the years the Club has developed a strong dinghy section and we now have a number of RYA qualified instructors and Assistant Instructors. The Club offers RYA courses at Fairlands Valley, Stevenage and regular, more informal, Saturday afternoon sailing at Bury Lake in Rickmansworth for pupils to develop their skills. In addition to this there are opportunities to sail on larger lakes and tidal waters.

New or experienced sailors are welcome. Members joining as novices (pupils or parents) can qualify, and have qualified, as dinghy instructor or yacht skipper during their membership of the Club.

**Commodore**

**September 2011**

